

the gentleman from Arizona (Mr. GALLEG0) that the House suspend the rules and pass the bill, H.R. 6535, as amended.

The question was taken; and (two-thirds being in the affirmative) the rules were suspended and the bill, as amended, was passed.

A motion to reconsider was laid on the table.

JULIUS ROSENWALD AND THE ROSENWALD SCHOOLS ACT OF 2020

Mr. GALLEG0. Madam Speaker, I move to suspend the rules and pass the bill (H.R. 3250) to require the Secretary of the Interior to conduct a special resource study of the sites associated with the life and legacy of the noted American philanthropist and business executive Julius Rosenwald, with a special focus on the Rosenwald Schools, and for other purposes, as amended.

The Clerk read the title of the bill.
The text of the bill is as follows:

H.R. 3250

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "Julius Rosenwald and the Rosenwald Schools Act of 2020".

SEC. 2. RESOURCE STUDY OF JULIUS ROSENWALD AND ROSENWALD SCHOOLS.

(a) DEFINITIONS.—In this section:

(1) ROSENWALD SCHOOL.—The term "Rosenwald School" means any of the 5,357 schools and related buildings constructed in 15 southern States during the period of 1912 through 1932 by the philanthropy of Julius Rosenwald.

(2) SECRETARY.—The term "Secretary" means the Secretary of the Interior.

(3) STUDY AREA.—The term "study area" means the sites associated with the life and legacy of Julius Rosenwald.

(b) SPECIAL RESOURCE STUDY.—

(1) STUDY.—The Secretary shall conduct a special resource study of the study area, with a special emphasis on the following Rosenwald Schools and other sites associated with the life and legacy of Julius Rosenwald:

(A) Sears Administration Building at Homan Square in Chicago, Illinois.

(B) Rosenwald Court Apartments in Chicago, Illinois.

(C) Museum of Science & Industry in Chicago, Illinois.

(D) Rosenwald House (formerly the Lyon Home) at the Lincoln Home National Historic Site in Springfield, Illinois.

(E) Cairo Rosenwald School, a one-teacher school in Sumner County, Tennessee.

(F) Shady Grove School, a one-teacher school in Louisa County, Virginia.

(G) Noble Hill School, a two-teacher school in Bartow County, Georgia.

(H) Ridgeley School, a two-teacher school in Prince Georges County, Maryland.

(I) Bay Springs School, a two-teacher school in Forest County, Mississippi.

(J) Russell School, a two-teacher school in Durham County, North Carolina.

(K) Shiloh Rosenwald School, a three-teacher school in Macon County, Alabama.

(L) San Domingo School, a four-teacher school in Wicomico County, Maryland.

(M) Elmore County Training School, a seven-teacher school in Elmore County, Alabama.

(N) Dunbar Junior High, Senior High and Junior College in Little Rock, Arkansas.

(2) CONTENTS.—In conducting the study under paragraph (1), the Secretary shall—

(A) evaluate the national significance of the study area;

(B) determine the suitability and feasibility of designating the study area as a unit of the National Park System, including an interpretive center in or near Chicago, Illinois;

(C) consider other alternatives for preservation, protection, and interpretation of the study area by the Federal Government, State or local government entities, or private and nonprofit organizations;

(D) consult with interested Federal agencies, State or local governmental entities, private and nonprofit organizations, or any other interested individuals; and

(E) identify cost estimates for any Federal acquisition, development, interpretation, operation, and maintenance associated with the alternatives.

(c) APPLICABLE LAW.—The study under paragraph (1) shall be conducted in accordance with section 100507 of title 54, United States Code.

(d) RESULTS.—Not later than 3 years after the date on which funds are first made available for the study under paragraph (1), the Secretary shall submit to the Committee on Natural Resources of the House of Representatives and the Committee on Energy and Natural Resources of the Senate a report describing—

(1) the results of the study; and

(2) any conclusions and recommendations of the Secretary relating to the study.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Arizona (Mr. GALLEG0) and the gentleman from Virginia (Mr. WITTMAN) each will control 20 minutes.

The Chair recognizes the gentleman from Arizona.

GENERAL LEAVE

Mr. GALLEG0. Madam Speaker, I ask unanimous consent that all Members may have 5 legislative days in which to revise and extend their remarks and include extraneous material on the measure under consideration.

The SPEAKER pro tempore. Is there objection to the request of the gentleman from Arizona?

There was no objection.

Mr. GALLEG0. Madam Speaker, I yield myself such time as I may consume.

Madam Speaker, I rise in strong support of H.R. 3250, the Julius Rosenwald and Rosenwald Schools Act, introduced by Representative DANNY DAVIS.

This bill directs the National Park Service to conduct a study of sites associated with the life and legacy of Julius Rosenwald.

Julius Rosenwald was an American businessman and philanthropist, who is well known for his role as part owner and president of Sears, Roebuck and Company.

In the early 20th century, Rosenwald used his wealth to fund Progressive Era projects and causes, particularly those with a focus on enhancing the lives of African Americans.

Rosenwald was instrumental in the construction of 25 YMCAs across the country, including Chicago's historic Wabash Avenue YMCA, which provided African Americans with housing and job training during the Great Migration.

Through his efforts with the YMCA, Rosenwald developed a relationship with Booker T. Washington and was in-

vited to serve on the board of directors of the Tuskegee Institute.

At Tuskegee, Rosenwald funded a pilot program that helped build six schools for African-American children in rural Alabama. This partnership ultimately sparked the creation of the Rosenwald Fund, which constructed more than 5,300 Rosenwald Schools and related buildings across the South.

By 1928, one in every five rural schools in the South was a Rosenwald School, providing education to one-third of all African-American children in the South through the 1940s.

Many Americans are unaware of the tremendous contributions that Julius Rosenwald and the Rosenwald Schools made to our country. I would like to thank Representative DAVIS for this effort to elevate this incredible part of our Nation's history.

Madam Speaker, I urge my colleagues to support this bill, and I reserve the balance of my time.

Mr. WITTMAN. Madam Speaker, I yield myself such time as I may consume.

Madam Speaker, H.R. 3250 would require the Secretary of the Interior to conduct a special resource study of the sites associated with the legacy of Julius Rosenwald, with special focus on the Rosenwald Schools.

Julius Rosenwald was born in 1862, while Abraham Lincoln was President, in a house just a block away from Lincoln in Springfield, Illinois. He would eventually play his own major role in helping to elevate our Nation's African-American citizenry.

A child of German immigrants, Rosenwald dropped out of high school after two years to apprentice with his uncles, who were major clothing manufacturers in New York City. He was active in the wholesale clothing business from 1879, until he joined Sears and Roebuck in 1895. Rosenwald became vice president and part owner of the company. Sears was the Amazon of its day, and Rosenwald went to extraordinary lengths to keep up with its growth.

After stepping down as president of Sears in 1924, Mr. ROSENWALD devoted most of his time to philanthropy. Over the course of his life, he donated millions of dollars to public schools, colleges and universities, museums, Jewish charities, and African-American institutions.

Of all of his philanthropic efforts, Rosenwald was most famous for the more than 5,000 Rosenwald Schools he established throughout the South for poor, rural African-American youth, and the 4,000 libraries he added to existing schools. These schools were cooperatively built with the assistance from the local African-American communities. Donations of land and labor by the local community were matched by financial contributions of the Rosenwald Fund.

In fact, the great legacy is the number of leaders in the African-American community that would come back and

actually teach in the Rosenwald Schools. It was this effort, along with Julius Rosenwald, that highlighted the disparities in the United States educational system and highlighted the objectionable nature of separate but equal tenets that predominated the school system under the law.

In fact, it was these efforts that helped Thurgood Marshall, when he argued the case in 1954 before the Supreme Court, *Brown v. Board of Education*, to successfully overturn these separate but equal tenets of U.S. law at the time and found that separate but equal was indeed unconstitutional.

It was the efforts of Julius Rosenwald, plus the tireless efforts of African-American communities across the United States, that finally got to a place that said, No, this is not the way our school system should operate; we should, in fact, take up the cause of African-American communities; they should, indeed, have equal school systems that are not separate but that have all the assets and all the efforts and all the focus that other schools had at the time.

This was the foundation of that.

Rosenwald, through his funding of these schools, actually was able to elevate that issue to national prominence. I believe, and many others believe, too, that it was one of the underlying principles and arguments that Thurgood Marshall made before the Supreme Court in 1954.

In recent years, the National Trust for Historic Preservation, in several State historic offices, have initiated programs to survey the surviving Rosenwald Schools. In fact, in the First Congressional District of Virginia, there are a number of remaining Rosenwald School buildings that are, incredibly, in very good shape.

In fact, many of the community organizations have purchased the buildings, have raised money to renovate the buildings, and put them back into their original condition so that people can actually see how education took place at that time.

They highlight, too, leaders in the African-American community who actually went there and taught at those schools. Remember, these teachers did everything. They came in, they stoked the fires in the stove, and they prepared lunches for the students. They did everything to keep these schools running. This is a tremendous story that needs to continue to be told across the Nation.

As I said, these are indispensable parts of our community. This bill would authorize a study to evaluate the national significance of selected Rosenwald School sites and determine the suitability and feasibility of designating these sites as a unit of the National Park System.

Madam Speaker, I urge adoption of the measure, and I yield back the balance of my time.

Mr. GALLEG0. Madam Speaker, I have no further speakers, and I yield back the balance of my time.

The SPEAKER pro tempore. The question is on the motion offered by the gentleman from Arizona (Mr. GALLEG0) that the House suspend the rules and pass the bill, H.R. 3250, as amended.

The question was taken.

The SPEAKER pro tempore. In the opinion of the Chair, two-thirds being in the affirmative, the ayes have it.

Mr. GALLEG0. Madam Speaker, on that I demand the yeas and nays.

The SPEAKER pro tempore. Pursuant to section 3 of House Resolution 965, the yeas and nays are ordered.

Pursuant to clause 8 of rule XX, further proceedings on this motion will be postponed.

Mr. COHEN. Madam Speaker, I rise in strong support of the Julius Rosenwald and Rosenwald Schools Study Act, a bill I introduced with Representative DANNY DAVIS and Senator DICK DURBIN from Illinois. It is also cosponsored by 43 of our colleagues in the House of Representatives and nine Senators.

This bill would begin the process to establish a Julius Rosenwald & Rosenwald Schools National Historical Park to focus on the incredible impact of Julius Rosenwald, a successful entrepreneur and renowned philanthropist who made lasting contributions to the advancement of African American education during the twentieth century.

Mr. Rosenwald was the President of Sears, Roebuck & Company who used his fortune to enhance the lives of others—establishing museums, community centers, and housing as well as helping Jews in Europe and new immigrants to the U.S. Moved by Booker T. Washington's autobiography *Up from Slavery*, Mr. Rosenwald committed his time and finances to improving the lives of African Americans. Notably, he established the Julius Rosenwald Fund that partnered with local communities to create over 5,300 schools in the south to address the lack of education for African Americans. During the 1920s, 1930s, and 1940s, one-third of all African American children in the south were educated in Rosenwald schools. A 2011 study by two Federal Reserve economists concluded that the schools played a significant role in narrowing the education gap between black and white students in the south.

In addition, Mr. Rosenwald provided matching funds to communities for construction of YMCA's for African Americans during the Jim Crow era. The Rosenwald Fund supported the early NAACP cases that eventually led to the *Brown v. Board of Education of Topeka*, provided fellowship to African Americans in the arts and sciences, and supported a number of Historically Black Colleges and Universities, including Fisk, Dillard, and Howard. Mr. Rosenwald improved the lives of those in Chicago as well, creating the Jewish United Fund of Metropolitan Chicago and the Museum of Science and Industry among many other local initiatives. When I was seven years old, our first family vacation was to my mother's hometown of Chicago. During that trip, we went to the Museum of Science and Industry, which my mother and others referred to as "the Rosenwald." That memory led me to dig into the life of Julius Rosenwald as an adult. My dear and late friend, Julian Bond, told me about the Rosenwald schools and that furthered my appreciation of this man's far-sightedness, empathy and wisdom.

The esteemed contralto singer Marian Anderson, discriminated against in the Jim Crow South, won a prestigious Julius Rosenwald Fellowship that allowed her to tour Europe, entertaining heads of state, making headlines in American newspapers and creating "Marian Mania" around the world. Returning to the United States, she was invited by President Franklin Roosevelt and First Lady Eleanor Roosevelt to play the White House in 1936 and, famously, sang "My Country 'Tis of Thee" from the steps of the Lincoln Memorial on Easter Sunday 1939 after being denied the stage of the Daughters of the American Revolution Constitution Hall by segregationists.

The documentary, "Rosenwald," by Aviva Kempner was a fitting tribute to Julius Rosenwald. I was privileged to be present for a showing at the White House East Wing when Barack Obama was president and Valerie Jarrett was his senior advisor. Ms. Jarrett's maternal grandfather, Robert Rochon Taylor, was involved in carrying on the legacy of Julius Rosenwald by helping to plan, build and manage what became known as Rosenwald Courts, a multiunit housing complex in Bonzeville.

Julius Rosenwald was a visionary philanthropist whose altruism—and philosophy of giving embodied the Jewish concept of *tzedakah*—social justice and charity. It's past time to ensure his legacy receives its due place in history. I urge my colleagues to support the swift passage of the Julius Rosenwald and Rosenwald Schools Study Act.

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PEACE CORPS COMMEMORATIVE WORK EXTENSION ACT

Mr. GALLEG0. Madam Speaker, I move to suspend the rules and pass the bill (H.R. 7460) to extend the authority for the establishment by the Peace Corps Commemorative Foundation of a commemorative work to commemorate the mission of the Peace Corps and the ideals on which the Peace Corps was founded, and for other purposes.

The Clerk read the title of the bill.

The text of the bill is as follows:

H.R. 7460

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE.

This Act may be cited as the "Peace Corps Commemorative Work Extension Act".

SEC. 2. EXTENSION OF AUTHORITY FOR ESTABLISHMENT OF COMMEMORATIVE WORK TO COMMEMORATE THE MISSION OF THE PEACE CORPS AND THE IDEALS ON WHICH THE PEACE CORPS WAS FOUNDED.

Notwithstanding section 8903(e) of title 40, United States Code, the authority to establish the commemorative work under section 1(a) of Public Law 113-78 (40 U.S.C. 8903 note; 128 Stat. 647) shall continue to apply through January 24, 2028.

The SPEAKER pro tempore. Pursuant to the rule, the gentleman from Arizona (Mr. GALLEG0) and the gentleman from Virginia (Mr. WITTMAN) each will control 20 minutes.

The Chair recognizes the gentleman from Arizona.

GENERAL LEAVE

Mr. GALLEG0. Madam Speaker, I ask unanimous consent that all Members have 5 legislative days in which to